

# School-Age Child Care: An Annotated Bibliography

A selected listing of titles available on this topic from the  
Early Childhood Training Center's Media Center



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## NDE Early Childhood Training Center

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## Books of General Interest

**Academic Content, After-School Style: A Notebook and Guide.** Foundations, Inc. (2004). Moorestown, NJ. Make afterschool time all it can be, with *Academic Content, After-school Style*. Designed especially for afterschool teaching and learning, this 250-page interactive notebook is a step by step guide to blending school-day content into the unique, afterschool style that keeps kids coming back for more. Dozens of activity and project starters for academic and social learning, templates for planning and assessing, and hundreds of resources save you time and keep the quality going and growing.

**After-School Programs and the K-8 Principal: Standards for Quality School-Age Child Care, revised.** National Association of Elementary School Principals. (1999). Alexandria, VA: Author. This resource provides principals and community representatives practical assistance with after-school programs, including guidelines for administration and programming; resources for information, collaboration, and funding; and checklists for program evaluation and improvement planning. It presents ideas for principals on how to incorporate the cooperation of parents, social service agencies, public facilities, and government, as well as information on a variety of resources for financial, management, and programming support.

**Ages and Stages: Developmental Descriptions and Activities.** Karen Miller. (2001). West Palm Beach: Telshare. *Ages and Stages* is a unique guide to the behavior of young children in groups. Short, clear descriptions of the behavior of young children at different stages and a wealth of age-appropriate activities make this an exceptionally useful resource for both family child care providers and center staff.

**Best Practices: Guidelines for School-Age Programs.** Michael S. Ashcraft. (2005). Eden Prairie, MN: Sparrow Media Group. This book looks at the best practices for school-age programs, tying together brain research, children's development, and the theories of school-age child development.

**Beyond Behavior Management: Six Life Skills Children Need to Thrive in Today's World.** Jenna Bilmes. (2004). St. Paul, MN: Redleaf Press. Developed and tested in the classroom, *Beyond Behavior Management* is a strength-based approach to guiding and managing young children's behavior by helping them build and use essential life skills. Eight chapters seamlessly blend six social and emotional skills—attachment, affiliation, self-regulation, problem solving, initiative, and celebration of self and others—into the daily life of the early childhood classroom. As a result, children will learn to exhibit more pro-social behaviors, work better as a community, and become excited and active learners.

**Beyond the Bell: A Toolkit for Creating Effective After-School Programs, 3<sup>rd</sup> Edition.** Judith Caplan, Carol McElvain, and others. (2005). Naperville, IL: NCREL. This book features a toolkit, CD-ROM, and a set of staff workbooks. The toolkit is designed around key decision points, including management, collaboration and community building, communication, evaluation, funding, linkages with the traditional school day, and more. The CD-ROM includes these tools in both PDF and Microsoft Word format so that they can easily be revised and printed to meet your program's specific needs. The *Staff Workbook* is new with this third edition, and provides staff with tips, tools, and examples for program design and delivery.

**Bringing Yourself to Work.** Michelle Seligson. (2003). New York: Teachers College Press. This groundbreaking professional development book will help directors and staff to create healthier learning environments for children and youth in after-school programs. The authors outline the support and skills staff need to increase self awareness, sustain healthy relationships, and improve group dynamics.

**The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8.** Allan L. Beane. (1999). Minneapolis, MN: Free Spirit. *The Bully Free Classroom* offers more than 100 prevention and intervention strategies you can start using immediately. All strategies are easy to understand and simple to implement; most require little to no advance preparation, and few or no special materials.

**But They Spit, Scratch, and Swear!** Mary Steiner Whelan. (2000). Minneapolis, MN: A-ha! Communications. *But They Spit, Scratch, and Swear* will assist you in the most dynamic and often frustrating part of dealing with children—behavior guidance.

**Child Care Design Guide.** Anita Rui Olds. (2001). New York: McGraw-Hill. Dramatic growth has spurred the need for more child care centers, through both the construction of new spaces and the renovation of existing spaces. In the *Child Care Design Guide*, the author helps architects design spaces that meet the varied needs of children in child care centers and homes. The book contains over 550 floor plans, drawings, photos, charts, and illustrations.

**Child Care in Action: School Age.** Sarah McCormick Hoffman. (2005). Independence, KY: Thompson-Delmar. This product provides information specific to school-age care, development, and program management. Users will feel as though they are being personally coached by a child care expert. The interactive CD-ROM combines text, video, interactive testing, and games.

**Children of Divorce in School-Age Care.** Carole D. Weisberg. (2000). New Albany, OH: School-Age Notes. In *Children of Divorce in School-Age Care*, the author offers school-age care providers guidance on recognizing distressed children who are going through a family separation, as well as guidance on what the school-age program can do to help children and their parents as they go through tough transitions.

**Colossal Clubs: Activities-Based Curriculum for School-Age Programs.** Kathleen Martinez and Sue Edwards. (2006). Albany, NY: School-Age Notes. *Colossal Clubs* provides information needed to run 20 clubs and includes activities, supplies, and references for further exploration; shows how to engage children of varying ages and skills in exploring various topics; shows how to provide a balance of different activities that support various developmental needs; encourages staff to think of how to integrate their own interests into programming through clubs; provides a range of activities from spur of the moment to long-term complex projects within each club; and provides many fun and enriching activities for your program.

**Computer Technology in After-School Programs.** Judi Wolfe. (2006). Albany, NY: School-Age Notes. This book provides program directors and staff with systematic guidance for creating a technology-rich environment in their programs. Whether or not you have an Internet connection, there are many creative ways to use current computer technology to enhance all aspects of the after school program. Some of the highlights include: top ten for safe surfing, choosing the right equipment, finding child-friendly software, establishing an acceptable use policy, enhancing communication through technology, the Internet as a resource for homework assistance, creative computer use even without Internet access, planning activities for special days, participating in online collaborative projects, publishing online, and virtual field trips.

**Conducting Group Discussions with Kids: A Leader's Guide for Making Activities Meaningful.** Tom Jackson. (2001). Cedar City, UT: Active Learning Foundation. *Conducting Group Discussions with Kids* will help those who want to make bad discussions better, good discussions great, and every discussion meaningful. Improve your skills with strategies that are kid tested, such as simple and engaging discussion formats, getting kids to talk, questioning techniques, and when and how to end discussions.

**Cookin' in the Classroom.** Kim Ellis. (2007). Highlands, TX: aha! Process. *Cookin' in the Classroom*, a multi-disciplinary recipe for keeping kids fired up about learning, is a cuisine-based program flexible enough to address specific areas of academic weakness in summer school programs, after-school sessions, and alternative programs. The book can be used with any grade level with modifications. The plans were specifically designed for students in grades 6-9; however, you can tailor the program to fit your specific needs easily.

**Creating Portfolios with Kids in Out-of-School Programs.** Roberta L. Newman. (2005). New Albany, OH: School-Age Notes. *Creating Portfolios with Kids* provides new tools to staff for tuning in to the needs and interests of school-age children.

**Disarming the Playground: Violence Prevention through Movement and Pro-Social Skills.** Rena Kornblum. (2002). Oklahoma City, OK: Wood and Barnes Publishing. This book presents a movement-based curriculum for violence prevention that can be used for teaching impulse control and anger management to disruptive children as well as protective behaviors, such as strategies to defuse potentially violent situations.

**Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School-Time Programs.** Priscilla Little, Sharon DuPree and Sharon Deich. (2003). Washington, DC: The Finance Project. This brief provides after-school practitioners with the techniques, tools, and strategies they need to improve their programs and track their effectiveness longitudinally. It also presents information about many areas of evaluation so that programs can ultimately conduct self-evaluations.

**GraffitiWall: Afterschool Style Guide.** Claudia Weisburd and Tamara Sniad. (2006). Moorestown, NJ: Foundations, Inc. First in the series of afterschool style guides from the Center for Afterschool Care and Education, *GraffitiWall* makes it easy to blend academic content afterschool style with instant irresistible games and activities for kids of all ages. Forty-five-minute staff meeting plan, detailed teaching tools, reproducibles and checklists make for strong launch and follow-up. Dozens of *Wall* activities, variations, and level adaptations keep it going all year.

**Guiding Growth: Training Staff for Working with Youth in After-School Programs.** (2004). Eddie Locklear. Chevy Chase, MD: 4-H After School. This introductory resource guide provides youth development principles for training after-school providers, staff, and volunteers.

**Half a Childhood: Quality Programs for Out-of-School Hours, 2nd Ed.** (2000). Judith Bender. New Albany, OH: School-Age Notes. *Half a Childhood*, the classic text that set the standard for teaching about quality school-age care, has been completely revised. The book brings to its readers the latest best practices for programs that care for school-age children in the hours before and after school and during holidays and summers.

**Helping Children and Youth with ADD Succeed in After School Programs: A Guide for Program Directors and Staff.** Roberta L Newman. (2002). Cape Charles, VA: Newroads Media. This guide is designed to help program staff explore and understand the influencing factors and characteristics of children with attention deficit disorder (ADD). It provides hands-on practical strategies for making adjustments that result in a more harmonious match between children's capabilities and program expectations.

**Homework Assistance and Out of School Time: Filling the Need, Finding the Balance/Literacy: Exploring Strategies to Enhance Learning in After-School Programs.** Susan O'Connor and Kate McGuire. (2001). New Albany, OH: School-Age Notes. Two important publications combined in one book are designed to give directors and staff of out-of-school programs information and tools they need to cope with the changing demands of out-of-school time for school-age children. *Homework Assistance and Out-of-School Time* addresses the issues of the appropriateness of homework in after-school settings as well as addressing the needs of children and parents. Assessment guidelines help staff determine what will work best for their programs and offer specific ways to

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implement homework time into the program should they decide it is needed. *Literacy: Exploring Strategies to Enhance Learning in After-School Programs* helps after-school program providers think about the many different ways to support children's literacy development and offers ideas for deciding which strategies best meet the needs of children and families, based on the resources available to a particular program.

**Ideas that Cook: Activities for Asset Builders in School Communities.** Neal Starkman. (2001). Minneapolis, MN: Search Institute. Just as reading a great recipe can conjure up visions of a great meal, so too can this collection of great real-life activities inspire teachers and youth workers to "cook up" lasting good results with kids. Seventy-eight inventive activity recipes are included.

**Leading After-School Learning Communities.** National Association of Elementary School Principals. (2006). Alexandria, VA: Author. Designed to help principals (and others) rethink the connection between learning *within* the school day and learning that occurs *beyond* the school day, it challenges readers to expand their vision of learning and become a community catalyst for quality afterschool programs. The book contains planning tools with tips for evaluating existing programs and improving them as well as an extensive resource section.

**Learning the Skills of Anger Management: Ready to Use Lessons for Elementary Grades.** Terri Akin. (2000). Torrance, CA: Jalmar Press. This is not a quick activity book, but a comprehensive program for recognizing angry feelings, expressing anger appropriately, controlling anger, and more. This is a group-based, discussion-and activity-oriented way to teach the skills of anger management.

**Lessons in Tolerance and Diversity.** Susanna Palomare. (2001). Torrance, CA: Innerchoice Publishing. *Lessons in Tolerance and Diversity* is designed to provide teachers and counselors with tools to help reduce racial, religious, ethnic, and social prejudice in schools, and to promote tolerance and the celebration of diversity.

**Links to Learning: A Curriculum Planning Guide for After-School Programs.** National Institute for Out-of-School Time. (2005). New Albany, OH: School-Age Notes. *Links to Learning* is a training to assist out-of-school time providers in responding to the call for after-school academics, while addressing the full range of children's developmental needs. Building on the latest research on resiliency, engagement, and motivation, this training is designed to help after-school providers understand how their program activities can intentionally connect the multiple worlds of children and youth and optimally support their development and learning. It can be coupled with the *Links to Learning* training or used by itself.

**Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning.** Ron Fairchild and Brenda McLaughlin. (2006). Baltimore, MD: Center for Summer Learning at Johns Hopkins University. Research demonstrates that all children are at risk of experiencing learning loss over the summer months when they do not have access to high-quality learning opportunities. *Making the Most of Summer* is a resource for providers who want to improve the quality of their summer programs by meeting the academic and youth development needs of their participants.

**Making Play Work.** Robert Halpern. (2003). New York: Teachers College Press. *Making Play Work* examines the evolution of after-school programs for low-income families historically, and the critical issues facing after-school programs today. It looks at the relationship between after-school programs and schools, and analyzes how some programs have responded to the dilemma of balancing children's need for guidance and supervision with their equally-important need for spontaneity and self expression.

**Making Toys for School-Age Children.** Mary Jo Gibbs. (2002). Beltsville, MD: Gryphon House. Find how to use everyday items such as boxes, bags, and socks to make toys to use for dramatic play, problem solving, holidays, indoor and outdoor play, and more.

**Multiple Intelligences and After School Environments: Keeping All Children in Mind.** David Whitaker. (2002). New Albany, OH: School-Age Notes. This book offers insight into the different ways children learn, based on Howard Gardner's theory of multiple intelligences. It offers concrete ways in which adults who work in child-centered environments can provide activities, opportunities, and experiences that encourage all learning styles.

**Please Don't Sit on the Kids: Alternatives to Punitive Discipline.** Clare Cherry, revised by Dianne Miller Nielson. (2002). Grand Rapids, MI: Fearon. The methods in Clare Cherry's classic book have been revised by veteran early childhood specialist Dianne Miller Nielson. This edition presents Cherry's "nondiscipline discipline" approach, and offers an array of alternatives to punishment that she called the "magic list." The approach enables teachers to stop antisocial, inappropriate behavior in the classroom, model constructive methods for handling anger and resolving conflicts, and help children develop social responsibilities and self respect.

**Pursuing the Promise: Addressing Equity, Access, and Diversity in After School and Youth Programs.** California Tomorrow. (2003). Oakland, CA: Author. *Pursuing the Promise* provides a cutting edge look at equity, access, and diversity trends in the fields of after school and youth development, as well as recommendations for programming, technical assistance, research and policy. This report is a comprehensive reference for those who wish to use after school programs to enhance the lives of all young people, families, and communities.

**School-Age Care Environment Rating Scale.** Thelma Harms. New York: Teachers College Press. (1996). The *School-Age Care Environmental Rating Scale* (SACERS) is designed to assess group-care programs for children of school age, 5 to 12. The scale consists of 49 items, including 6 supplementary items for programs enrolling children with disabilities. The items are organized into 7 subscales: space and furnishings, health and safety, activities, interactions, program structure, staff development, and special needs.

**Staff Challenges: Articles from Child Care Information Exchange, revised.** Bonnie and Roger Neugebauer. (2005). Redmond, WA: Exchange Press. Finding and keeping qualified staff is an administrator's key responsibility in ensuring quality care. This idea-packed resource offers over 200 pages of real-world articles authored by recognized experts on recruitment, policy and procedure development, orientation, training, motivation, supervision, and overcoming challenging situations.

**Still More Activities That Teach.** Tom Jackson. (2000). Cedar City, UT: Active Learning Foundation. *Still More Activities That Teach* is a collection of 55 educational, practical, user-friendly, and fun hands-on activities appropriate for school-age children.

**Summer Adventures: Terrific Themes for a Carefree Summer Program.** Patricia Cox. (2007). Albany, NY: School-Age Notes. This book contains 11 different themes covering 14 weeks of summer. Each theme offers a week-at-glance calendar of activities, a detailed daily schedule of activities, field trip ideas, extra activities for older children, and alternative activity ideas for any environment. Each theme has activities for both indoor and outdoor play, for large groups or small groups or pairs of children. Over 325 activities range from group games with lots of high energy movement, circle activities, arts and crafts, cooking, water play, and quiet time activities.

**Summer Program Tips, Strategies, and Activities for School-Agers 5-14 Years-Old.** Rich Scofield. (2001). New Albany, OH: School-Age Notes. Full of articles, tips, and strategies edited from 20 years of School-Age Notes newsletters, *Summer Program Tips* covers the planning steps and programming approaches on everything from field trips to themes. It includes programming and scheduling, staffing and training, marketing, safety factors, older children, model programs, checklists and skill outcomes, and over 500 activity ideas.

**Sustainability Planning Workbook.** The Finance Project. (2003). Washington, DC: Author. The Sustainability Planning Workbook is a collection of six books that provide a guide to writing a sustainability plan for out-of-school time and community school collaboratives. *The Workbook* provides, in a user-friendly step-by-step format, the conceptual framework for devising a sustainability plan. It also includes examples and templates and walks the user through the steps of sustainability planning, including defining sustainability goals, assessing assets and resources, and developing and implementing sustainability strategies.

**Team-Building Activities for Every Group.** Alanna Jones. (1999). Richland, WA: Rec Room Publishing. *Team-Building Activities for Every Group* includes 107 interactive games and activities. Each game is fun, experiential, easy to lead, unique, and requires minimal resources. With 65 team challenges and 42 activities that help any team get to know one another, become comfortable with each other, there is something for every group.

**Training New After-School Staff.** Roberta L. Newman. (2002). New Albany, OH: School-Age Notes. *Training New After School Staff* is designed as a tool for school-age care directors who want to provide new staff with important information and ideas for carrying out their responsibilities, but who have limited resources and time to devote to staff training. Topics include understanding and responding to children's needs, interests, and concerns; building positive relationships with children; planning for a successful first day; providing safe, effective supervision; developing and maintaining effective program rules and limits; planning and implementing activities children will enjoy; and managing conflicts among children.

## Activity Books

**101 Dance Games for Children.** Paul Rooyackers. (1996). Alameda, CA: Hunter House. Teach children to explore how their bodies move with a variety of activities, dances, and games that can be done with one, two, or a whole group of people in a non-competitive atmosphere. Each game has an age guideline, an estimated time of play and suggestions for the most appropriate music.

**101 Improv Games for Children and Adults.** Jerry Storms. (2004). Alameda, CA: Hunter House, Inc. From building blocks for beginners to antics for the advanced, this book shows how to bring improvisation to all ages and experience levels. The 101 games range from easy warm-ups to basic scenes, character games, games involving teamwork, and more. Helpful hints explain how to create scenes out of thin air. A special section explains how to form an improvisational group. Most games require no props and can be staged anywhere.

**101 Music Games for Children.** Jerry Storms. (1995). Alameda, CA: Hunter House. Children can develop personal skills, social skills and creative skills with these various non-competitive games that encourage listening, concentration, trust building, self-expression, and improvisation. Each game has an age guideline, estimated time of play and number of players needed.

**202 Science Investigations.** Marjorie Frank. (1990). Nashville, TN: Incentive Publications, Inc. Let students discover the wonder and the fun of science! Designed to encourage the innate inquisitiveness of children, these investigations cover topics in life, physical, and earth and space science. Each individual or group activity provides a complete list of everyday materials needed as well as comprehensive, easy-to-follow directions.

**365 After School Activities.** Marilee Robin Burton, Kelly Milner Halls, and Lisa Hoffman. (2000). Lincolnwood, IL: Publications International, Inc. This book encourages skill building through projects and games. Each project or activity includes a list of supplies and directions, and includes rating of difficulty level.

**365 Simple Science Experiments with Everyday Materials.** E. Richard Churchill and others. (1997). New York: Black Dog and Leventhal Publishers. A variety of activities, projects, and experiments are presented to illustrate and explain all sorts of scientific principles.

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**Activities for Before and After School.** Mardi Gork. (1991). Nashville, TN: Incentive Publications, Inc. Are you tired of adapting mainstream classroom lessons to your before and after school program? Here is a collection of easy-to-prepare and ready-to-implement activities designed just for you. All of these ideas, games, and projects were developed and thoroughly tested in a school-age child-care program.

**Activities that Teach.** Tom Jackson. (1993). Cedar City, UT: Active Learning Center. *Activities That Teach* is a collection of 60 hands-on activities covering alcohol, tobacco, communication, problem solving, self esteem, values, drugs, working together, goal setting, decision making and more.

**Action Math Games.** Ivan Bulloch. (2002). Princeton, NJ: Two Can. Children learn basic math concepts as they make crafts, play games, and work puzzles. The crafts have clear instructions with detailed illustrations, and text boxes on each page explain which math skills are being learned. Hands-on activities use basic household items. Youngsters learn sorting, ordering, matching, counting, estimating, and more.

**Adapted Games and Activities: From Tag to Team Building.** Pattie Rouse. (2004). Champaign, IL: Human Kinetics. In this book, you will discover 80 fun games and activities to enhance success in challenging students with cognitive disabilities to think and use their physical activities. This book will help you provide a foundation of success so that your students may experience a lifetime of physical fitness and the sense of accomplishment that goes along with it.

**Adventures in Peacemaking.** William J. Kreidler. (1995). New Albany, OH: School-Age Notes. Hundreds of activities, ideas, and tips for creating a "peaceable program" designed to meet the unique needs of after school and summer programs, camps, and recreation centers. Children learn conflict resolution skills through fun, engaging activities that include drama, cooperative challenges, cooking, and art.

**After School Transition Activities.** David L. Whitaker. (2003). Albany, OH: School-Age Notes. The first section of this book focuses on evaluating daily transitions to decide which are effective and which are not. The second section provides tips on how to make transitions more effective. Finally, the third section offers activities that can be used during transition time.

**Art After School.** Jane Brite and Marlene Jaglinski. (2001). Albany, OH: School-Age Notes. This is not an art activities book, but rather a "how-to" book for setting up community-based art programs after school for at-risk youth in low income areas. Included are the benefits of art programs, grant writing, collaborations with schools, partnerships with businesses, systematic planning, and implementing a program, financial planning and budgeting, and much more.

**Best New Games.** Dale Le Fevre. (2002). Champaign, IL Human Kinetics. Based on over 25 years of experience, this is a comprehensive collection of cooperative, interactive games for all ages and abilities. Includes 77 games and seven trust activities, game-leading tips, a "game finder" resource, safety instructions, and photographs of each game. Games are arranged by low, moderate, and high activity level.

**Character Education Book of Plays, Elementary Level.** Judy Truesdale Mecca. (2001). Nashville, TN: Incentive Publications, Inc. Theater arts are a great way to teach and encourage positive values by incorporating and inspiring creativity in the classroom. This collection of elementary age-appropriate plays offers teachers a tool in their quest for encouraging the morality of their students.

**Colossal Book of Crafts for Kids and their Families.** Phyllis and Noel Fiarotta. (1997). New York: Black Dog and Leventhal Publishers. This collection of activities includes 247 projects using easily-found natural and household materials, step-by-step instructions, drawings to illustrate each activity, and more.



**Connect with Music: Ideas for Creating Music Experiences with Kids in Out-of-School Programs.** Roberta L. Newmann. (2005). Cape Charles, VA: Newroads Media. This guide helps program directors create program infrastructure that supports diverse music activities. It is packed with suggestions, resources, activity ideas, and strategies for infusing the after-school program with the spirit of music. Ideas include ways children can discover the music within their bodies; learn the scientific principles of sound production; build a variety of musical instruments; invent their own instruments; explore music in nature; create, record, and perform original compositions, and more!

**Doing the Days.** Lorraine Dahlstrom. (1994). Minneapolis, MN: Free Spirit Publishing Inc. Spanning all areas of the curriculum, *Doing the Days* stresses whole language, cooperative learning, and critical thinking skills. Celebrations, inventions, origins, explorations, political events, holidays, festivities, observance, people's birthdays, and anniversaries bring cultural literacy and thought-provoking fun into your classroom.

**Eco-Fun.** David Suzuki. (2001). Vancouver, BC: David Suzuki Foundation. Discover fascinating facts about yourself, plants and animals, the air you breathe, the water you drink, the earth you walk on, and the sun that gives you energy. In this collection of activities, you will learn how to make your own "green" cleaners, build a worm composter, become a kitchen sleuth, measure the air pollution in your area, create a forest ecosystem, and make recycled paper.

**Extraordinary Learning Opportunities: A Sampler of 4-H Afterschool Activities.** Eddie Locklear. (2004). Chevy Chase, MD: 4-H Afterschool. *Extraordinary Learning Opportunities: A Sampler of 4-H Afterschool Activities* can be used directly by after-school care providers or as a training piece by county extension professionals. This resource guide represents some of the curricula, ideas, and information available throughout the Cooperative Extension System. It is not a full curriculum; rather, it is a sampling of activities.

**Fun Literacy Activities for After-School Programs: Books and Beyond.** Sue Edwards. (2004). New Albany, OH: School-Age Notes. The authors have compiled a treasure trove of field-tested activities that successfully integrate literacy into an after-school program without imitating the school day.

**The Game Finder: A Leader's Guide to Great Activities.** Annette C. Moore. (1992). State College, PA: Venture Publishing. This book for activity leaders offers 130 well-tested activities designed for any age group and any level of effort.

**Games, Games, Games.** David L. Whitaker. (1996). New Albany, OH: School-Age Notes. Author David Whitaker has taken 22 basic games and sports and shows play leaders how to come up with variations to keep the games exciting. Forty-five games and sports are presented in this book, and variations of each one that can lead to hundreds of other games.

**Games We Should Play in School.** Frank Aycox. (1997). Discovery Bay, CA: Front Row Experience. *Games We Should Play in School* is an analysis of the behavioral dynamics of children in the contemporary classroom. It includes ways to add effective social play sessions in the classroom.

**Geography Fun: Cool Activities and Projects for Young Explorers.** Joe Rhatigan. (2002). New York: Lark Books. With this book, kids can explore Planet Earth—while having tons of fun! More than 50 vibrantly illustrated geography projects take youngsters on a trip from their very own rooms to the wide world beyond. A treasure hunt throughout the house shows them where their favorite things came from. They will discover that drums are the universal sound of music, and will be able to make one out of cardboard, and bang a beat. They'll treat their taste buds to Chinese Five-Spice Popcorn, French *Pain au Chocolat*, and Nigerian Fruit Salad. And, they'll find out how people from other lands hear animal sounds. As children enjoy themselves, they'll learn firsthand how they can make a real difference to our planet.

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**Global Art.** MaryAnn Kohl. (1998). Beltsville, MD: Gryphon House. Included are more than 135 projects from around the world that give children a sense of geography and culture as well as fun hands-on activities. Easy-to-do activities utilize everyday household items to create many new and exciting multicultural activities such as mud painting from the Ivory Coast or making Diwali Alpanas from India. Create a Karensansui Garden from Japan or a Mimi rug from Australia. Make straw ornaments from Sweden or Carnival Costumes from Brazil.

**Hey Mom, I'm Bored!** Story Evans. (2000). New York: Three Rivers Press. *Hey Mom, I'm Bored* offers 100 ways for kids from four to fourteen to keep busy and enjoy themselves, whether they're playing inside or outside, alone, or with friends.

**Juba This and Juba That: 100 African-American Games for Children.** Darlene Powell Hobson. (1996). New York: Fireside Books. *Juba This and Juba That* is a nice collection of authentic indoor or outdoor games, arts and crafts projects, and songs and dances celebrating African-American heritage.

**Jump Starters: Quick Classroom Activities that Develop Self-Esteem, Creativity, and Cooperation.** Linda Nason McElherne. (1999). Minneapolis, MN: Free Spirit Publishing. These enjoyable activities, 15-20 minutes in length, are perfect for times too brief to start something big and too long to waste. Fifty-two themes are grouped within five topics: know myself, getting to know others, succeeding in school, life skills, and just for fun.

**Kids Make Music: Clapping and Tapping from Bach to Rock.** Avery Hart and Paul Mantell. (1993). Charlotte, VT: Williamson Publishing. No instruments needed—just hands, feet, and wobbly bodies! Invite kids to explore a variety of music styles, contemporary and classical, funky and formal. Kids dance, conduct, invent lyrics, and even build their own homemade instruments.

**Making Cool Crafts and Awesome Art.** Roberta Gould. (1998). Charlotte, VT: Williamson Publishing. Author Roberta Gould inspires kids to accomplish anything they set their minds and hands to do. Whether making a masquerade feather mask, building a herky-jerky pinball machine, or concocting a landscape cake, kids will take pride in their abilities to create.

**Making Make-Believe.** MaryAnn Kohl. (1999). Beltsville, MD: Gryphon House, Inc. Unlock the imaginations of young children! *Making Make-Believe* offers storybook play, games, cooking, mini-plays, dress-up costumes and masks, imagination spaces, puppet ideas, and more, to enrich children's imaginative play.

**Math Explorer: Games and Activities for Middle School Youth Groups.** Lori Lambertson and Pearl Tesler. (2003). Emeryville, CA: Key Curriculum Press. Are you looking for a way to get middle-schoolers interested in math? *The Math Explorer* will do just that. The Exploratorium, San Francisco's hands-on museum of science, art, and human perception, created these games, puzzles, and science experiments to help kids develop math skills while having fun.

**Math Games and Activities.** Claudia Zaslavsky. (1998). Chicago: Chicago Review Press. More than 70 math games, puzzles, and projects from all over the world encourage kids to hone their math skills as they use geometry to design game boards, probability to analyze the outcomes of games of chance, and logical thinking to devise strategies for the games.

**More Activities that Teach.** Tom Jackson. (1995). Cedar City, UT: Active Learning Center. *More Activities That Teach* includes 82 hands-on activities that address topics such as alcohol, tobacco and drug prevention, that teach skills related to anger management, resisting peer pressure, diversity, violence and gang prevention, communication, decision making and more.

**More One-Hour Mysteries.** Mary Ann Carr. (2004). San Luis Obispo, CA: Dandy Lion Publications. Young detectives will delight in using clues and logic to solve five intriguing mysteries. Skills include deductive reasoning, inferencing, taking notes, organizing data, and analyzing evidence.

**More Team-Building Activities.** Alanna Jones. (2002). Richland, WA: Rec Room Publishing. As a sequel to the popular book, *Team-Building Activities for Every Group*, this book contains 107 more games and activities that promote team-building in an interactive and fun way. The games are new, different, experiential, exciting, easy to lead, and require minimal resources.

**Multicultural Games.** Lorraine Barbarash. (1997). Champaign, IL: Human Kinetics. *Multicultural Games* provides ideas and strategies that will help your students develop an awareness of and appreciation for other cultures while enjoying physical activity.

**The Muppets Big Book of Crafts.** Stephanie St. Pierre. (1999). New York: Workman Publishing. Drawing on the creativity and trade secrets of the Muppet Workshop, here is a wide-ranging collection of 100 inspired craft projects. Turn brown paper bags and wooden dowels into a kid-size teepee, or rescue tin cans from the recycling bin to make them into your very own robot.

**My Own Fun.** Carolyn Haas-Buhai and Anita Friedman. (1990). Chicago: Chicago Review Press. More than 160 projects and activities for kids at home or school can be found in this book. It includes homemade paste and glue, weaving, kitchen chemistry, sand castles and spacecraft, paper hats, masks, and more!

**Nature in a Nutshell for Kids.** Joseph Anthony. (1999). Nevada City, CA: Dawn Publications. An acorn drops from a great oak and grows. Animals nibble at it, a fire threatens it, but overcoming many challenges, it eventually towers high in the forest, observing the changing human scene below. Eventually its energy passes into many other life forms—even the cherry pie enjoyed by the boy in the house below.

**No Standing Around in My Gym.** D. J. Hughes. (2003). Champaign, IL: Human Kinetics. Movement skills and games that emphasize creating thinking and cooperation are included in this ready-to-use physical education guide. Included are 70 games with 39 special game variations.

**Number Jugglers Math Game Book.** Ruth Bell Alexander. (1998). New York: Workman Publishing. This book presents twenty games designed to teach fundamental math concepts whether played alone or with others.

**On Stage: Theater Games and Activities for Kids.** Lisa Bany-Winters. (1997). Chicago, IL: Chicago Review Press. From improvisation games to prop ideas, monologues and short scenes for young actors, this book provides dozens of dramatic play ideas. Most games require few props and little to no advance planning.

**One-Hour Mysteries.** Mary Ann Carr. (1994). San Luis Obispo, CA: Dandy Lion Publications. Five mysteries in this book will have students actively involved in all aspects of crime solution, including initially pinning down the facts of the crime, determining motives, comparing statements, substantiating alibis, and analyzing evidence. Get ready for real thinking challenges combined with cloak-and-dagger fun.

**Parachute Games.** Todd Strong and Dale LeFevre. (1995). Champaign, IL: Human Kinetics. For those searching for a book exclusively about parachute games, this is the book for you. From how to order a parachute to basic games and activities, this book is filled with specific instructions and photos that make parachute play easy and fun.

**Practical Plays, Grades 1-5.** Pamela Marx. (1993). Parsippany, NJ: Good Year Books. Practical Plays includes six easy-to-do plays on the environment, the community, Thanksgiving, Valentine's Day, winter holidays, and Halloween, appropriate for grades 1-5.

**Rainy Days and Saturdays.** Linda Hetzer. (1995). New York: Workman Publishing. *Rainy Days and Saturdays* contains over 150 activities including indoor adventures, magic tricks, rainy-day bandstand, mysterious fun, and more.

**School-Age Ideas and Activities for After School Programs, 2nd Ed.** Karen Haas-Foletta, Michele Cogley, and Lori Ottolini Geno. (2005). New Albany, OH: School-Age Notes. This book, first published in 1990, has been revised and expanded to reflect the changes in the field. Written by experienced after-school providers who still work in the field of child care, the hints, tips, strategies and activities are relevant and age appropriate. Includes over 125 activities, games, and recipes that are program tested.

**Science in Seconds for Kids.** Jean Potter. (1995). Hoboken, NJ: John Wiley and Sons. Have fun making bubbles that bounce or tornados in a jar! These are just two of over 100 activities listed in this book that you can do in two minutes or less! Activities cover 12 subject areas including air, animals, energy, gravity, and magnetism.

**Showy Science: Exciting Hands-On Activities that Explore the World around Us.** Kim Hy. (1994). Tucson, AZ: Good Year Books. Here are more than 175 science demonstrations that work using nothing more than ordinary household objects. No special equipment or fancy apparatus needed, yet the results are dramatic, and the learning is fun! Children will explore water, air, animals, plants, microbes, gravity and motion, earth, and light as they learn scientific principles for their classmates and friends. Step-by-step directions and careful explanations of the scientific principles are written in everyday language so that children can understand and explain what they have produced and witnessed.

**Summer Fun! 60 Activities for a Kid-Perfect Summer.** Susan Williamson.(1999). Charlotte, VT: Williamson Publishing Co. This book includes a variety of activities for children ages 7-12 that stand the test of time.

**Writing Down the Days: 365 Creative Journaling Ideas for Young People.** Lorraine Dahlstrom. (2000). Minneapolis, MN: Free Spirit Publishing. Be done with boring writing assignments! Here's a year's worth of alternatives—fresh, interesting, and fun. Each day's entry starts with a fact-filled introduction so young writers learn something new. Each features a person, place, or event that gives special meaning to that calendar day. And each proves that writing doesn't have to be dreary or dull.

## DVDs

**Afterschool Toolkit: Community to Business.** After school programs need the support of their whole community to thrive, and businesses are always a big part of the community. These are the companies that employ the working parents whose children need a safe place to learn and grow after school. Produced and distributed by Corporate Voices for Workforce Families. 2006.

## Compact Disks

**Child Care in Action: School Age.** Sara McCormack Hoffman. Thomson Delmar Learning, Inc., (2005). This product provides information specific to school-age care, development, and program management. Users will feel as though they are being personally coached by a child care expert. The interactive CD-ROM combines text, video, interactive testing, and games.

**The Latin Playground English and Spanish Activity Kit.** Emi Gittleman. Putamayo World Music. New York, (2002). The Latin Playground English and Spanish Activity Kit for children, families, and schools features a full length music CD, activity guide, and a passport journal for children.

## Journals and Newsletters

The Early Childhood Training Center keeps back issues of journals for five years and back issues of newsletters for one year.

**AfterSchool Today** is the official publication of the National AfterSchool Association, and a benefit for full members. *AfterSchool Today* is dedicated to supporting NAA members of all levels, from those who work one on one with students to those in charge of overseeing their program. Published quarterly.

**Exchange.** Each bi-monthly issue of Exchange is filled with practical articles written by the leading authorities in the field on issues early childhood professionals face every day, including staff training, working with parents, marketing and promotion, evaluation, setting and collecting fees, and curriculum development. Each issue includes a 16-page staff training section, *Beginnings Workshop*, focusing on a curriculum area such as play, literacy, diversity, space design, discipline, music, and circle time.